



Education Interim Committee
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Preparing Quality Teachers to Meet Utah's Needs

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Why “Traditional” Teacher Preparation Programs?

- Students want a baccalaureate degree AND want to receive a license to teach
- Students “discover” teaching as a desirable career pathway while pursuing a baccalaureate degree
- Way to build teaching experience in supervised clinical settings--especially for traditional age college attendees who may not otherwise have much experience
- Prepares students using research-based theory and practice




“Traditional” Teacher Preparation Programs

- Baccalaureate Degree = 120 -126 semester hours (s.h.) minimum (by USHE policy and regional accreditation standards)
- Baccalaureate Degrees consist of :
 - General Education (minimum 30 s.h.)
 - Degree Requirements—if applicable (e.g., BA, BS, BFA)
 - Major/Licensure Courses/Student Teaching



The FACTS on Traditional Teacher Preparation Program Size

- 116 programs across USHE institutions
- 85% of programs are 126 semester hours or less
- Programs that exceed 126 semester hours involve:
 - Dual licenses
 - Specialized degree (e.g., BFA)
 - Integrated majors (e.g., English Composite/Secondary Education/Creative Writing Emphasis)
- **Bottom Line:** The vast majority of Teacher Preparation Programs do not require more credits than the minimum for a baccalaureate degree



“It took me five (or more) years” to complete a program. Why?

- Part-time attendance/work schedule may make scheduling required classes more difficult; extends time to degree
- Late decision to pursue teacher certification combined with sequential nature of clinical experiences and courses
- Change of major
- Repeating classes to achieve proficiency needed or to reach required GPA for licensure
- Filling schedule with non-required classes to reach financial aid threshold of 12 semester hours
- Effects of Concurrent Enrollment, IB, AP credit accumulation unrelated to major/program
- Averse to debt due to low salary expectations



Addressing the Challenges

- Cohorts
- Evening Classes
- Cross-department collaboration
- Flexible schedules



The Importance of a Quality Teacher in Every Classroom to Utah's Well-Being

II. Quality Learning

- › The Utah State Board of Education will place focus on intended learning outcomes as a key to high student achievement with the understanding that high quality instruction is central to that ideal.



Efforts Underway to Reach the Quality Teacher Goals

- › Network for the Transformation of Educator Preparation (NTEP)
- › Understanding the Pipeline: Data on Why Teachers Stay, Move, Leave
 - January data release
- › Embedded clinical experiences
- › Program approvals
- › Licensing changes